

**IMPROVING THE STUDENTS READING COMPREHENSION
THROUGH HOLISTIC LEARNING APPROACH**
*(A Classroom Action Research at the Eight Grade Students of SMPN 6
Moncongloe Kabupaten Maros)*



A THESIS

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in Partial Fulfillment of the Requirement for the Degree
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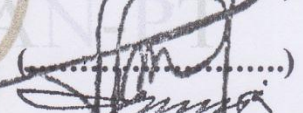
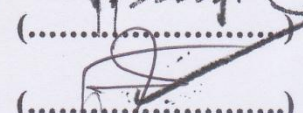
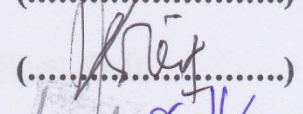
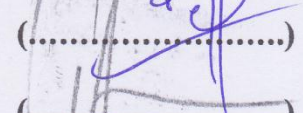
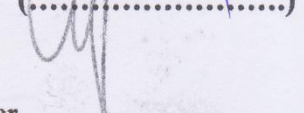

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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MOTTO



*“Kalau Dia Bisa
Kenapa Saya Tidak Bisa
Kalau Dia Tidak Bisa
Mungkin Saya Bisa.”*

*I DEDICATED THIS THESIS
TO MY PARENTS, MY SISTERS,
MY BROTHERS AND ALL MY BEST FRIEND
FOR THEIR MOTIVATION*

ABSTRACT

ARIEF NUR HALIQ. 2017. Improving the Students Reading Comprehension through Holistic Learning Approach. Supervised by Bahrun Amin and Amar Ma'ruf.

The objective of this research are to find out the improvement of the students' literal reading comprehension in term of finding main idea and identify supporting idea through Holistic Learning Approach at the eighth-grade student of SMPN 6 Moncongloe Kab. Maros

The method of this research was Classroom Action Research that consisted of two cycles. Each cycle consisted of four meetings. It means that there were eight meetings for two cycles. This classroom action research was done at the eight gradestudents of SMPN 6 Moncongloe Kab. Maros academic year 2016/2017, used purposive sampling technique, the sample of the research consisted of 23 students. The instrument was questioning test, it was used to measure the students' reading comprehension achievement in determining the main idea of paragraph.

The findings of the research were students' reading comprehension achievement in cycle I, the data obtained from the test. The result of the students' mean score in determining the main idea in cycle I was 6.52 and 7.68 in cycle II meanwhile the result mean score of the students in identifying supporting idea of paragraph in cycle I was 6.36 and 7.90 in cycle II. The result of data analysis showed that there was a significant difference between cycle I and cycle II.

Based on the result of the analysis, it was concluded that the students' improvement on literal reading comprehension in term of finding main idea and identifying supporting idea through holistic learning approach at the eight grade students of SMPN 6 Moncongloe Kab. Maros were improved.

Keywords :Holistic Learning Approach, Reading achievement.

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Hopefully, this thesis will be useful for many people who Allah SWT. the almighty needed may bless us. Amin.

Makassar, Oktober 2017

Reseacher

Arief Nur Haliq

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CHAPTER I

INTRODUCTION

A. Background

Language is a means of the communication, which is used people to communicate around the world to express their ideas, opinions and responds each others. When the students learn a language, they have to learn four language skills. The four language skills are speaking, listening, reading, and writing. Listening and reading are called receptive skill, while speaking and writing are called productive skills (Harmer, 1991:17).

Among the four skills mentioned above, reading gets the greater attention than other skills. Reading is probably the most important skill that the students need for success in their studies. Students may rarely have opportunities to talk to native speakers, but they have to read lengthily assignments in different subjects with varying degrees of detail and difficulty. As Farhady in Faramazzi, (2000:3), because of the rapid explosion in the world of science and technology, reading in English has received priority among other objectives of English language teaching. That is why the main goal of teaching English in many countries, especially within the educational programs to improve the reading ability of the students in order to enable them to extract new information from the original sources in their fields.

Reading skill is one of the main points to master English because a lot of students have opinion that reading an important target, with reading they can get

information and entertainment beside for their career and study target. So, the researcher would focus on reading skill in his research. As support for students in improving reading skill, student have to be give knowledge about component of language, such as knowledge about vocabulary, structure, pronunciation; sound for help their skill language. On the other hand, curriculum and education system also would assist teachers in improving education by significant especially learning English language.

The learning process used School Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan* (KTSP). The teacher used Elaboration, Exploration, and Confirmation (EEC) method for teaching English in the class. The teacher used various techniques in this method to improve students' ability in English language, in order that the students enjoy studying English but the result on learning English Language that was the student did not focus on learning English, especially in reading test, less understand about information on material, they were behaving passive when learning process, feeling boring on class and shy in reading because they were not confidence with their selves, while problem faced by teacher is how to make students focus on learning and teaching process. So, the researcher would focus on reading skill in his research. As support for students in improving reading skill, student have to be give knowledge about component of language, such as knowledge about vocabulary, structure, pronunciation; sound for help their skill language. On the other hand, curriculum and education system also would assist teachers in improving education by significant especially learning English language.

In improving reading skill of students', teachers have to use approaches that including a good strategy, precise method, and resource of study, media on learning, assessment process and evaluation. As support the approaches, the researcher apply the Holistic Learning Approach in SMPN 6 Moncongloe

Holistic Learning Approach can assist students and teacher on learning process. And it also can make students become active and self-learning because Holistic Learning Approach reading method applied to make students pleased.

From the explanation and according to the result of the first observations above, the researcher is interested and decided to choose to formulate a research with the title "Improving the Students' Reading Comprehension through Holistic Learning Approach at the eight grade of SMPN 6 Moncongloe Kab. Maros" (A Classroom Action Research).

B. Problem Statement

Based on the background, the problem statement of this research were:

1. How is the improvement of the students' literal reading comprehension in term of main idea through Holistic Learning Approach at the eighth-grade student of SMPN 6 Moncongloe Kab.Maros?
2. How is the improvement of the students' literal reading comprehension in term of supporting idea through Holistic Learning Approach at the eighth-grade student of SMPN 6 Moncongloe Kab.Maros?

C. Objective of the Research

Related to the research question above, the objective of the research are to find out:

1. The students' improvement on literal reading comprehension in term of main idea through Holistic Learning Approach at the eighth grade students of SMPN 6 Moncongloe Kab. Maros.
2. The students' improvement on literal reading comprehension in term of supporting idea through Holistic Learning Approach at the eighth grade students of SMPN 6 Moncongloe Kab. Maros.

D. Significance of the Research

The result of the research is expected to be useful information:

1. For the teachers, this research is expected to add information and valuable source about English, especially for reading.
2. For the students and the learners, this research is expected to increase the students and the learners' achievement in learning English.
3. For the next research, this research is expected to give information or contribution to other research, particularly about Holistic Learning Approach.

E. Scope of the Research

The scope of the research is limited to the students' reading comprehension in term of literal (main idea and supporting idea) comprehension in text through Holistic Learning Approach at the eighth-grade student of SMPN 6 Moncongloe Kab. Maros.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

Some of the researches below have conducted their research on holistic method:

1. Mc Mahon (1999) founded learning is a holistic process involving thinking, feeling, perceiving, as individuals the students relate with fast experience and interaction with the condition through their activities.
2. NiuQiang (2008), China EFL that Holistic English is simply taking one subject matter and using it for reading, listening, writing and speaking merged into one single conversation English class.
3. Scott H young (2007:10) that organized ideas into webs and interrelated subjects and concepts to many neural paths to the same idea. Views concepts through many unique perspectives, senses and Aims to learn by relating.

Form the definition and some findings above the researcher conclude that learning English particularly in reading comprehension can be done by using different approach. Two of those findings above are using holistic approach and giving positive result toward the students, therefore the researcher commits to do a similar research under different location and circumstances.

B. Concept of Reading

1. Definition of Reading

The following are some definition of reading proposed by some experts:

- a. Reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as braille or auditorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge (Cline, et al., 2006).
- b. Reading involves the identification of recognition of printed or written symbols, which serve as stimuli for the recall of meanings. The resulting meanings are recognized into thought processes according to the purposes that are operating in the reader (Crabtree and Joyce Power, Monica, 2007).
- c. Mc Carty (2014) defines reading as the attaining of meaning as a result of the interplay between perceptions of graphic symbols that represent language and the memory traces of the reader's past verbal and nonverbal experiences.
- d. Reading is thinking and reconstructing the ideas of others (Richards & Theodore S. Rodger, Jack C, 2001).
- e. Reading is the interpretation of signs and symbols (Stone, Jeanne, 2007)

2. Aspect of Reading

The following are aspects of reading which have been suggested by well known authorities:

- a. **Visual in Sensory Aspect of Reading.** The reader must be able to focus their eyes on a text. Eye movement during reading is considered to determine reading speed and comprehension. A reader makes stops or even regressions in order to react to the words and phrases.
- b. **Perceptual Aspect of Reading.** Perception involves interpretation of the sensory impressions that reach the brain. When reading process occurs, the brain receives visual sensation of words and phrases from the text being read. It recognizes and gives meaning to these words and phrases and relates them with the reader's background knowledge of a text-content. Visual sensations reach the brain through the optic nerve. The brain compares each pattern of the nerve impulses that reach it with memory traces of similar patterns: its visual form, its verbal label, and the meanings that the reader has accumulated for it. In visual perception, identification and interpretation of size, shape, and relative position of letters and words are involved.
- c. **Sequential Aspect of Reading.** The material written in English generally appears on a page in a left-to-right, top-to-bottom sequence; readers' eyes must follow this sequence when reading.

- d. Thinking Aspect of Reading. In order to comprehend a text thoroughly, a reader must be able to use the information to make inferences and read critically and creatively. This involves thinking process.
- e. Associational Aspect of Reading. Reading depends upon a number of types of association. A reader learns to associate objects and ideas with spoken words and then spoken words with written words.
- f. Learning Aspect of Reading. Reading is a complex act that must be learned. It is also a means by which further learning takes place. In other words, a person learns to read and reads to learn

C. Reading Comprehension

Some people have formulated about reading comprehension. Below are various definitions of reading comprehension.

Smith and Robinson, in Ilvirah (2010:10) states that reading comprehension means that understanding, evaluating and utilizing the information and ideas gained through an interaction between an author and a reader in which the written language becomes through the medium of print.

Anderson, and Pearson, in Alexander, (2008:160) states that comprehension is a special thinking process. The readers comprehend by actively constructing meaning internally from interacting with the material that is read.

This reading comprehension strategy is designed to aid students in being more readers that are active. This strategy is part of a longer strategy intended to help students' comprehension assignment accurately and on time.

By looking over these definitions above, they can be concluded that reading is an active process where the readers try to gain the information given by the author and understand what actually the purpose of the author is.

According to Raining and Scenary in Firman, (2011:15) states that reading comprehension understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also that students experience and prior knowledge comprehension involve understanding vocabularies. Seeing the relationship among words and context, making judgment and evaluating based on definition above, the researcher may conclude that reading comprehension is such as a kind of language between author and a reader in which the writer language become the medium that cause the dialogue.

D. Reading Comprehension Levels

Reading comprehension is a complex in which the reader uses the mental content to obtain the meaning from written material. It means that the reader must be able to recognize meaning of printed words. The researcher can interpret that reading comprehension is a capability to comprehend or to acquire the idea of one message.

Burns in Lutfiah (2011:16) states four levels of reading skills. They are literal reading, interpretive reading, and creative reading. Each of these skills could be explained as follows:

a. Literal Reading

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instructions. These skills, specially the first two are scanning skill

1) Identifying Specific Information

This reading requires one to focus his attention only on one or some particular information or detail which he need form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the environment of the needed information or in the information itself.

2) Sequencing Events or Ideas

Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is so because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly

3) Following Instructions

Students can take the lesson and knowledge from the reading.

b. Interpretative Reading

Sometimes an information or concept is not explicitly stated in a text so that the reader has to go through the process of inferring beyond the literal meaning. This is the interpretative level or the “Thinking Side” of comprehension (Tinker and McCullough, 1998) interpretation is reading or getting meaning between the lines which requires the reader’s sensitivity to clues and the ability to link these clues to his own experience to arrive at the new information (Romero and Romeo 1998). It is mentally exploring and taking position in relation to the facts and related details. When the reader does this he is inferring.

Inferences can be categorized as implications, conclusions, generalisation and predictions.

1). Implication.

Implication is any inference expectancy that maybe logically implied or understood, bur not directly stated, form the author’s arguments in a text or utterance.

2). Conclusion.

Conclusion draws together factual evidence into a statement about the nature of phenomenon.

3). Generalization

Generalization is statement about the behaviour of a large population based on the observable behaviour of a similar but smaller sample group

4). Prediction

Prediction is a statement about future behaviour or action.

c. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy, appropriateness, and timeliness. McCarty (1999:201). Critical reading compares previous experience to element in the new material such as content style, expression, information, and ideas or values of the author. In this level of reading skill. The reader must be an active reader, questioning, searching for fact, and suspending judgment until her or she has considered all the material.

d. Creative Reading

Creative reading involves going beyond the material presented by the author, creative reading require the readers to think as they read just a s critical reading and it also require the reader to use their imagination, in creative solution to those by the writer.

Carmine, in Firman (2011:17) categories the level of comprehension into three levels, they are:

- a. Literal comprehension that is to receive information stated in a passage
- b. Sequencing comprehension, this is to order several events from a passage to when they happened
- c. Summarization, that is to receive information stated in a passage.
 - 1) Comprehension skill for the intermediate level consists of
 - 2) Inferential comprehension that is to reveal relationships between two objects and events (stated or not stated).
 - 3) Critical reading: that is to identify the author's conclusion to determine what evidence is presented, and to identify faulty argument.
 - 4) Comprehension skill for advanced level that is the appreciation of the author's work.

E. Developing Reading Comprehension

According to Wain Wright in Lutfiah (2011:10) that there are two ways to developing the students' ability in reading these are:

- a. Vocabulary Building

Vocabulary is total number of words which (with rules for combining them) make up language. Hornby (2008:964) reading for vocabulary is very important to enrich our vocabulary by doing this we must select reading material contain new words, we have to look up these new words in a dictionary and try to use them in sentence and not to be

learn by heart as a single words but use them in comprehension sentence.

b. Ability required for reading comprehension.

It is necessary to put forward here the abilities required for reading comprehension. It is very important abilities to support the developing of the students in reading comprehension. The following are the important abilities of the students:

a). The ability to retain information and recall it whenever as required.

In this ability, the students should be able to remember a reasonable proportion of the factual information or the ideal expressed in a passage.

b). The ability to select the important points.

In this ability, the student should be able to understand what they have read. It's necessary to discuss our assessment with others who have read the material.

c). The ability to interpret information and ideas in interpreting information and ideas.

In this ability, the students should be able to select the important and relevant point, and the students should be able to understand the meaning and the significance of the fact and ideas.

d). The ability to make deduction from what has been read.

In this ability, the students should be able to deduce certain things from information from the reading material that have been

read. The most important thing in making the deduction is the ability of the student to know what the author means in material.

e). The ability to arrive at general conclusion and judgment.

In this ability, the students should be able to draw their conclusion from what they read. And then the student should be able to evaluate or judge the material reasonably and accurately.

Besides that, Killen (1998:138–166) find out that there are five the students need to learn to become good readers. These are:

- a). Most of the students learn to read sentence with appropriate intonation pattern. Oral reading is probably the only way to each students to read with appropriate intonation patterns but it is also should always be followed by silent reading for specific purpose.
- b). Most of the student learns to answer question about the fact or details present in a sentence or a large passage students are hopped gain not only a general impression from the material they read and for some material and certain reading process, but also factual information and many details important for a good understanding of the subject matter.
- c). Most of the students learn to from mental picture of situation or condition that is described in a sentence or a large passage. Gerot and Peter Wignell, (1995:129) Forming mental as one reads is important because many written materials requires visualization in order to be comprehended.

- d). Most of the students learn to recall with a minimum of promoting the fact and details in sentence or a longer passage. Burns Pail (1994:32). Post reading discussion in as much detail as they can remember are help full in developing the students recall powers.
- e). Most the students learn to paragraph the central though or main ideas in a passage. The beat manifestation of true understanding of the main ideas in the passage is the ability to put the passage aside and express the ability to put the massage, using one's personal vocabulary and personal vocabulary and personal manner of expression. Ernes K, (1990:129)

Killen et.al (1998:120) state that strategic readers attempt the following while reading: Identifying the purpose of the reading before reading.

- a. Identifying the form or type of the text before reading
- b. Thinking about the general character and feature of the form or type of the text. For instance, they try to locate a topic sentence and follow supporting details toward a conclusion.
- c. Projecting the author's purpose for writing the text (while reading it)
- d. Choosing, scanning, or reading in detail

Making continuous prediction about what would occur next, based on information obtain earlier, prior knowledge, and conclusion obtaining within the previous stages.

F. Holistic Learning Approach

Holistic education focuses on the fullest possible development of the person, encouraging individuals to become the very best or finest that they can be and enabling them to experience all they can from life and reach their goals (Forbes 2003: 17). These experiences or achievements can be rare, special and deeply meaningful experiences for the individual or could represent a position, role or vocation that they perceive as unique or special and is an important goal in their life.

This could be described as the “vision” of holistic education. The aim of holistic education must be to prepare students for a fulfilling and productive life in which their skills and attributes are constantly challenged, developed and applied as part of their lifelong learning. It is an educational journey of personal discovery starting within formal education and then continuing throughout life.

The learning and life experiences are continuous with individuals gaining in different ways from the various situations and demands that they are presented with. It could be argued that this is the aim of any good educational system. This is not disputed but while there remains a predominant focus on the value of a knowledge-based educational system the advantages of holistic education would not be realized.

Holistic education aims to encompass all aspects of personal learning and growth and emphasizes the development of active relationships at all levels, whether these are between the subject domains, between individuals and their peer groups and communities or between the individual and the world around them.

Miller (1991: 3) has proposed that education may be described as holistic when it exemplifies the following characteristics:

1. Holistic education nurtures the broad development of the students and focuses on their intellectual, emotional, social, physical, creative or intuitive, aesthetic and spiritual potentials.
2. It promotes the importance of relationships at all levels within a learning community in which the educator and student work together in an open and collaborative relationship.
3. There is an emphasis on life experience and learning beyond the confines of the classroom and the formal educational environment towards education as growth, discovery and a broadening of horizons. It encourages a desire to elicit meaning and understanding and to engage with the world
4. The approach empowers learners to examine critically the cultural, moral and political contexts of their lives. It leads learners towards actively challenging and changing cultural values to meet human needs.

Holistic education has the capacity to lead the students into new areas of thinking, to broaden their personal and critical thinking and develop an appreciation of the world around them, and to realize the importance that relationships have within all these considerations. Importantly, holistic education has the capacity to empower students to think differently, to think creatively and reflect on their own values.

Undoubtedly, teachers would encourage their students to develop into well-educated, informed and participating members of society. This aim is accommodated within holistic education and offers teachers a framework within which to work. It also seeks to develop students actively beyond academic excellence alone.

Holistic education can be associated with a number of recurring themes and values: the family resemblances that were referred to earlier (Forbes 2003: 2). These values are “guidelines for personal behaviour” (Thompson 1993) and it is these personal behaviours that characterize the outcomes of the holistic approach. The behaviours reflect a range of capabilities, skills and competencies that the students would begin to develop as they emerge from a formal program of holistic education (Hare 2006). The behaviours and attributes associated with holistic education have been drawn together as outcomes within a student profile, the significant features of which are shown below.

1. Acts with social and academic maturity and integrity.
2. Takes ownership of their own development and learning through planning and prioritization, and they ensure that through their own determination tasks are completed on time
3. Demonstrates flexibility and a creative approach to problem solving
4. Develops and maintains relationships through their interpersonal skills.
5. Demonstrates a reflective approach and an attitude of continuous improvement.
6. Demonstrates effective written and oral communication skills.

7. Demonstrates good meeting management and involvement behaviour.
8. Seeks to bring clarity to decision-making.
9. Through an understanding of their subject areas, their interdependencies and interrelationships, they can appreciate the interconnections in human knowledge; they can appreciate and debate global issues and the impact of human activity on the environment.
10. Effectively uses the information resources that are made available to them to assist in the acquisition of further knowledge and its relevant application

Holistic education broadens and deepens the educational process. It represents a planned approach that encourages personal responsibility, promotes a positive attitude to learning and develops social skills. These are essentials in the modern world in which we live.

The identification of the outcomes of holistic education has advantages. These outcomes clarify the purpose of this educational approach for students, teachers and parents. Furthermore, it allows parents and students to make an informed choice when they are confronted with different educational systems. The educational characteristics of the IB programmes have much in common with the outcomes associated with a holistic approach to education. If parents favour a holistic approach to the education of their children then the IB programmes offer such an approach.

G. The Application of Holistic Learning Approach in the Classroom

The approach described here as a holistic approach, following Miller (1996). Holistic approach is concerned with connections in human experience—connections between mind and body, between linear thinking and intuitive ways of knowing, between academic disciplines, between the individual and the community. Holistic approach emphasizes how the parts of a whole relate to each other to form the whole.

From this perspective related to reading, ideally each text used in holistic approach should be pedagogically staged so that learners approach it by moving from pre-reading, through initial reading, and into rereading. This sequence carefully moves the learner from comprehension tasks to production tasks. In addition, these tasks should build upon each other in terms of increasing cognitive difficulty.

1. Pre-Reading

The initial levels of learning, as described in Bloom's Taxonomy, involve recognizing and comprehending features of a text. As proposed here, pre-reading tasks involve speaking, reading, and listening.

2. Initial Reading

Initial reading tasks orient the learner to the text and activate the cognitive resources that are associated with the learner's own expectations. For example, discussions of genres and stereotypes may help the learner to identify potential reading difficulties and to

strategize ways to overcome these challenges. Simple oral and written reproduction tasks should precede more complex production tasks that call for considering creative thinking about several issues at the same time.

3. Re-reading

In re-reading, the learner is encouraged to engage in active L2 production such as verbal or written analysis and argumentation. These activities require longer and more complex discourse. At this point, the language learners' critical thinking needs to interact with their general knowledge. Ideally, cultural context and the individual foreign language learner's own identity emerge as central to all acts of production.

Multiple stages in reading engage the learners by returning to the language of the text from different points of view. An activity built around such stages is considered holistic approach if they involve practice that integrates language various kinds of language acquisition and fills multiple cognitive demands in interlocking activities that spiral learning. For example, a pre-reading for sub-topics of a subject, an initial reading to identify how topics are described, and a re-reading to modify those descriptions by inserting them into a new genre or describing them for a different audience.

H. Conceptual Framework

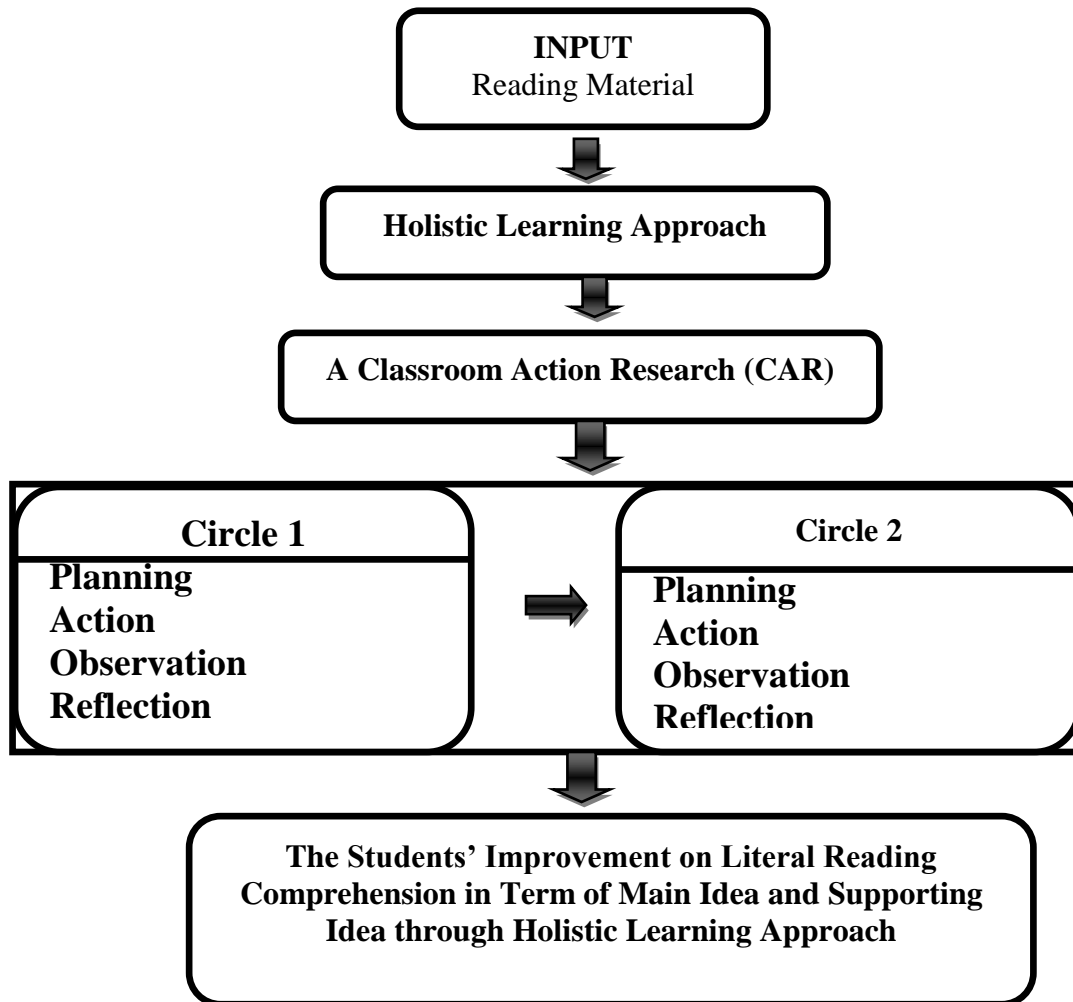


Figure 2.1 Conceptual Framework

The conceptual framework above describes the research that would be conducted by the researcher. This research is classroom action research that would use the holistic learning approach to the students' reading comprehension in terms of literal (main idea) comprehension.

The researcher present material start with pre-reading then initial reading and the last is re-reading. It would like to be continued to the next cycle if researcher gets weakness or target of the student do not comprehend the reading text.

I. Hypothesis

The hypothesis of this research is formulated as follows:

1. Alternative Hypothesis (H1)

Teaching reading through Holistic Learning Approach can improve students' reading comprehension in term of literal reading (main idea and supporting idea).

2. Null Hypothesis (H0)

Teaching reading through Holistic Learning Approach can not improve students' reading comprehension in term of literal reading (main idea and supporting idea)

CHAPTER III
RESEARCH METHOD

A. Research Method

In this research, the researcher used research model of John Elliot. Action research by John Elliot consist of two cycle with every cycle consists of four step: (1) Planning, (2) Action, (3) Observation, and (4) Reflecting. Action research model John Elliot assesses more detail and detailed.

Action Research of John Elliot describes the cycle through a schema of action research:

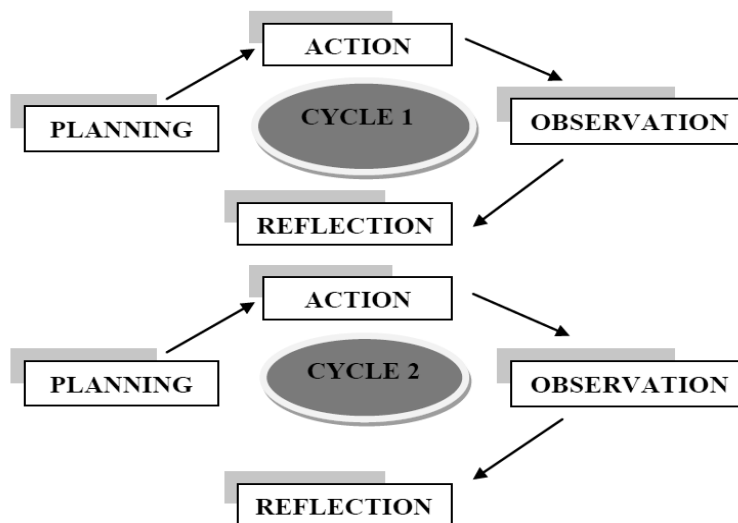


Figure 3.1 Scheme of action research by John Elliot

Implementing Cycle 1

1. Planning of action research: Planning of research consist of some action step, all of needed in action research. Step of planning the researcher as follows;

a. Finding information about students; identify the students' requirement in learning process, problem of students and found information of students' achievement in learning process especially students' reading comprehension.

b. Observation of students reading behaviour.

The researcher would observed the students feedback and would note some of students' activities during learning process.

c. Provided need of action research, such as material/substance teach, instrument of observation and evaluation, and method to be used in learning process based of result the first observation.

d. Action research: this phase was implementations all of plans which have made and this phase researcher conduct in the class. As for step of implementation according to research method which have been planned.

Implementing Cycle 2

1. Planning: in this phase planning of action research based of result reflection cycle one.

2. Action Research: action research cycle two would be continuing steps which have been working in cycle one.
3. Observation: generally phase observation on cycle two would be continuing activity of research in cycle one.
4. Reflection: step of this phase equal with cycle one.

Becoming standard of efficacy from this research that is result of research findings of the study reached value of average 70 (interest storey; level minimum 70 %) or 70 % from learning process owning value 70.

B. Research Variable and Indicators

5. Variable

- a) Independent variable of the research was the used of holistic learning approach in teaching reading skill. Holistic Learning Approach to facilitate the students to build their motivation and skill in reading class.
- b) Dependent variable consists of the students' reading comprehension on literal in term of finding main idea and identifying supporting idea.

6. Indicator

- a) The indicators of the students' reading comprehension are: how is the students find main ideas and supporting idea about reading text.
- b) The indicators of the students' reading comprehension are: how is the improvement of the students' in term identifying supporting idea .

C. Population and Sample

1. Population

The population of the research is the eight grade students of SMPN 6 Moncongloe Kab.Maros academic year 2016/2017. It consists of two classes total number of students are 45 students

2. Sample

This research use purposive sampling technique. The number of sample of the eight grade section A(Class VIII.A) of SMPN 6 Moncongloe Kab.Maros academic year 2016/2017 is 23 students.

D. Research Instrument

In this research, the researcher would used reading test as the instrument to find out the students' improvement on literal reading comprehension in term of main idea and supporting idea through Holistic Learning Approach at the eight grade of SMPN 6 Moncongloe Kab.Maros. The following table would used to score the test:

Table 3.1 Scoring the Test

Criteria	Score
The meaning and grammar are correct	41– 50
The meaning is correct and some errors of grammar	31 – 40

Some errors of meaning and grammar	21 – 30
The meaning and grammar are incorrect	1 – 20
No answer	0

(J.B. Heaton. 1988)

Table 3.2 Scoring the main idea

Criteria	Score
Identify the main ideas with grammatically	41– 50
State an idea or a detail about the main idea but incomplete	31 – 40
Inaccurate grammar and content	21 – 30
Can not identify the main ideas, lack of grammar	0 – 20

(Estill, J.A. 1998)

Table 3.2 Scoring the supporting idea

Criteria	Score
Identify and summarizing the supporting ideas with grammatically	41 – 50
State an idea or a detail about the text but incomplete	31 – 40
Identify an idea or a detail but some errors of grammar	21 – 30

Can not identify the supporting ideas, lack of grammar	0 – 20
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(Estill, J.A. 1998)

Table 3.3 Classification of the students' task

NO	Classification	Range
1	Excellent	85-100
2	Good	65-84
3	Average	55-64
4	Poor	35-54
5	Very Poor	0-34

(J.B. Heaton, 1998:100)

E. Data Collection

The method means to solve problems. There are some methods of collected data. They are observation, interview and test. In this case the data are taken from the source by employing observation and evaluation with test sheet.

The procedure of data collected in this research is conducted as follows:

1. Observation. The observer observed the class during teaching and learning process. Giving observation sheet to know and collecting data about situation and learning process during implementation of research.
2. Essay Test Sheet. Students are tested individually to know their prior knowledge and their improvement after implementing Holistic Learning Approach.

F. Data Analysis

1. The result of students' reading comprehension is counted.
2. Scoring students' answer for comprehension following criteria in the instrument, by using formula:

$$\text{Score} = \frac{\text{Total Scor of Students'}}{\text{Maximum Score}} \times 100$$

(Jacobs et al, 2004)

3. The data from students' reading comprehension analyzed into percentage, in analyzing the activities; the writer would use the following formula:

$$P = \frac{Fq}{N} \times 100$$

Where ;

P = Percentage

Fq = Number of Frekuensi

N = Total Sample

(Jacobs et al, 2004)

4. To know the percentage of the students' improvement by applying the following formula :

$$(D\text{-Test} \rightarrow CI) \quad P = \frac{X1 - (D\text{-Test})}{D\text{-Test}} \times 100\%$$

$$(CI \rightarrow CII) \quad P = \frac{X1 - X2}{X1} \times 100\%$$

$$(D\text{-Test} \rightarrow CII) \quad P = \frac{X2 - (D\text{-Test})}{D\text{-Test}} \times 100\%$$

Where : P = Percentage of the students

X1 = First cycle

X2 = Second cycle

D-Test = Diagnostic Test

(Sudjana in Hamida, 2011:25)

5. Observation checklist

The data are collected through observation checklist and analyze into frequency and percentage method to see the students' reading comprehension through Holistic Learning Approach.

6. To know the students' improvement the researcher would use :

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P : Percentage

X₁ : 1st Cycle

X₂ : 2nd Cycle

(Gay in Jaswan 2010: 28)

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presents findings of the research and discussions. Finding consists of the students' improvement of the students' literal reading comprehension in term of main idea through Holistic Learning Approach at the eighth-grade student of SMPN 6 Moncongloe Kab. Maros. In the discussion part, the researcher describes the findings in detail.

A. FINDINGS

In these findings, the researcher presents the students' improvement of the students' literal reading comprehension in term of main idea and supporting idea through Holistic Learning Approach at the eighth-grade student of SMPN 6 Moncongloe Kab. Maros and provides the answers of the problem statements that are presented in the first chapter.

1. The Students' Improvement in Determining the Main Idea of Paragraph through Holistic Learning Approach

The students' improvement in determining the main idea through holistic learning approach is taken from the students' score in diagnostic test, cycle I and cycle II. It is described as follows:

Table 4.1: The students' improve in determining the main idea through holistic learning approach

	Supporting Idea			Increase (%)	
	D-Test	Cycle I	Cycle II	DT→CI	CI→CII
$\sum x$	125.3	150	176.8		
N	23	23	23		
\bar{x}	5.44	6.52	7.68	19.85%	17.79%

Based on the table above, it shows the students' improvement in determining the main idea through holistic learning approach. The table indicates that there is significant improvement of the students' reading comprehension from the diagnostic test to cycle I and cycle II through holistic learning approach, where in the diagnostic test the students' mean score is 5.44, but after the evaluation test in cycle I, it becomes 6.52. So the improvement of the students' achievement from diagnostic test to cycle I is 19.85%. There is also significant improvement from cycle I to cycle II where the students' mean score in cycle II is 7.68. The improvement of the students' mean score from cycle I to cycle II is 17.79%.

To see the students' improvement in determining the main idea through holistic learning approach clearly, the following chart is presented

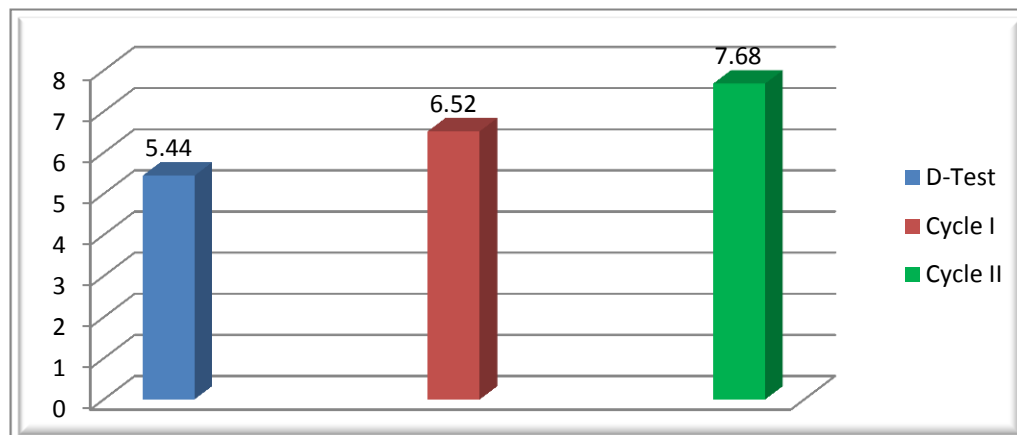


Figure 4.1: The students' improvement in determining the main idea through holistic learning approach

The chart above shows the students' improvement in determining the main idea through holistic learning approach. It indicates that there is significant improvement of the students' reading comprehension from the diagnostic test to cycle I and cycle II through holistic learning approach, where in the diagnostic test the students' mean score is 5.44, but after the evaluation test in cycle I, it becomes 6.52. So the improvement of the students' achievement from diagnostic test to cycle I is 19.85%. There is also significant improve from cycle I to cycle II where the students' mean score in cycle II is 7.68. The improvement of the students' mean score from cycle I to cycle II is 17.79%.

2. The Students' Improvement in identify the supporting idea of Paragraph through holistic Learning Approach

The students' improvement in identify the supporting idea of paragraph through holistic learning approach is taken from the students' score in diagnostic test, cycle I and cycle II. It is described as follows

Table 4.2: The students' improvement in identify the supporting idea of paragraph through holistic learning approach

Supporting Idea				Increase (%)	
	D-Test	Cycle I	Cycle II	DT→CI	CI→CII
$\sum x$	125.8	146.4	181.9		
N	23	23	23		
\bar{x}	5.46	6.36	7.90	16.48%	24.21%

Based on the table above, it shows the students' improvement in identify the supporting idea of paragraph through holistic learning approach. It indicates that there is significant improve of the students' reading comprehension from the diagnostic test to cycle I and cycle II through holistic learning approach, where in the diagnostic test the students' mean score is 5.46, but after the evaluation test in cycle I, it becomes 6.36. So the improvement of the students' achievement from diagnostic test to cycle I is 16.48%. There is also significant increase from cycle I to cycle II where the students' mean score in cycle II is 7.90. The increase of the students' mean score from cycle I to cycle II is 24.21%.

To see the students' improvement in identify the supporting idea of paragraph through holistic learning approach clearly, the following chart is presented:

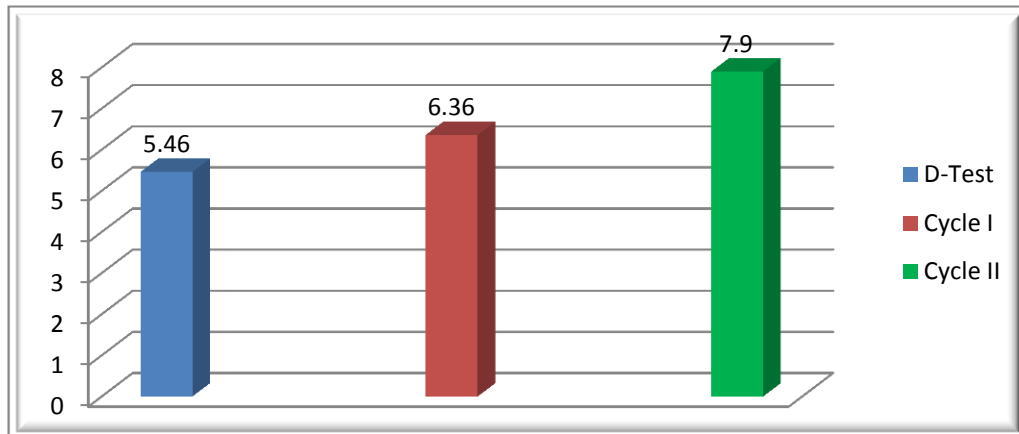


Figure 2: The students' improvement in identify the supporting idea of paragraph through holistic learning approach

The chart above shows the students' improve in identify the supporting idea of paragraph through holistic learning approach. The chart indicates that there is significant improvement of the students' reading comprehension from the diagnostic test to cycle I and cycle II through holistic learning approach, where in the diagnostic test the students' mean score is 5.46, but after the evaluation test in cycle I, it becomes 6.36. So the increase of the students' achievement from diagnostic test to cycle I is 16.48%. There is also significant improve from cycle I to cycle II where the students' mean score in cycle II is 7.90. The increase of the students' mean score from cycle I to cycle II is 24.21%.

3. The Classification and Percentage of the Students' Improvement in determining the Main idea of paragraph through holistic learning approach

The classification and percentage of students' improve in identify the supporting idea of paragraph through holistic learning approach is described as follows:

Table 4.3: The classification and percentage of the students' improvement in determining the Main idea of paragraph through holistic learning approach

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	96 – 100	-	-	-	-	-	-
2	Very good	86 – 95	-	-	2	8,69	7	30,43
3	Good	76 - 85			2	8,69	8	34,78
4	Fairly good	66 - 75	6	26,08	14	60,89	8	34,78
5	Fair	56 - 65	3	13,04	3	13,04	-	-
6	Poor	36 - 55	14	60,86	2	8,69	-	-
7	Very poor	0 - 35	-	-	-	-	-	-
	Total		23	100	23	100	23	100

The table above shows the percentage of the students' improvement in identify the supporting idea of paragraph through holistic learning approach in the diagnostic test indicates that there are 6 students (26.08%) got fairly good, 3

students (13.04%) got fair, 14 students (60.86%) got poor in and none students for other classification

After taking the action in cycle I by using holistic learning approach, the percentage of the students' improve is increased significantly. There are 2 students (8.69%) got very good, 2 students (8.69%) got good, 14(60.89%) students got fairly good, 3 students (13.04%) got fair, 14 students (60.86%) got poor and none of students for other classification. And then, in the cycle II, there are 7 students (30.43%) got very good, 8 students (34.78%) got good, 8 students (34.78%) got fairly good, 3 students (13.04%) got fair and none of the students for other classification

To know the percentage of students' improvement in determining the main idea of paragraph through holistic learning approach clearly, the following chart is presented

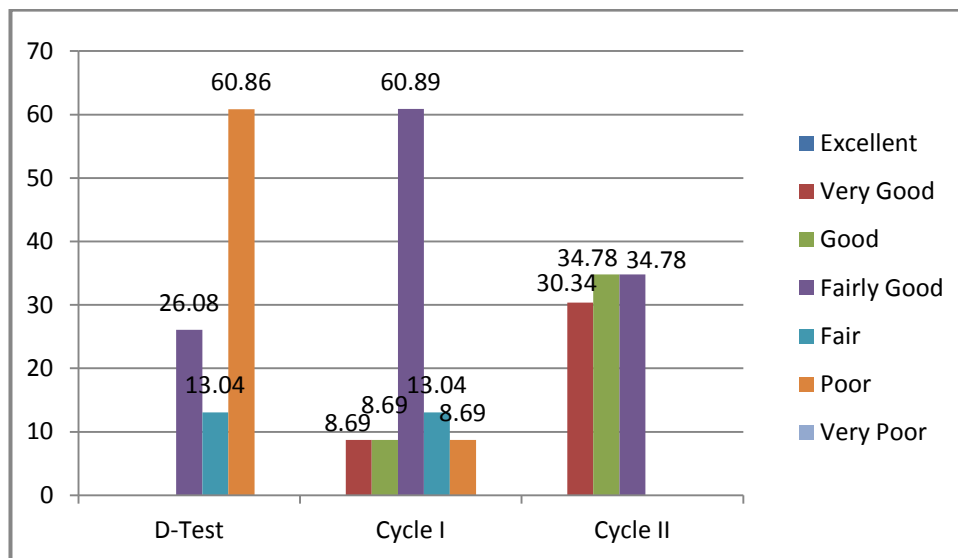


Figure 4.3: The classification and percentage of the students' improvement in determining the main idea of paragraph through holistic learning approach

The table chart above shows the percentage of the students' improvement in identify the supporting idea of paragraph through holistic learning approach in the diagnostic test indicates that there are 6 students (26.08%) got fairly good, 3 students (13.04%) got fair, 14 students (60.86%) got poor in and none students for other classification

After taking the action in cycle I by using holistic learning approach, the percentage of the students' improve is increased significantly. There are 2 students (8.69%) got very good, 2 students (8.69%) got good, 14(60.89%) students got fairly good, 3 students (13.04%) got fair, 14 students (60.86%) got poor and none of students for other classification. And then, in the cycle II, there are 7 students (30.43%) got very good, 8 students (34.78%) got good, 8 students (34.78%) got fairly good, 3 students (13.04%) got fair and none of the students for other classification

4. The Classification and Percentage of the Students' Improvement in identify the supporting idea of paragraph through holistic learning approach

The classification and percentage of students' improvement in identify the supporting idea of paragraph through holistic learning approach is described as follows:

Table 4.4: The classification and percentage of the students' improvement in identify the supporting idea of paragraph through holistic learning approach

No.	Classification	Score	D-test		Cycle I		Cycle II	
			F	%	F	%	F	%
1	Excellent	96 – 100	-	-	-	-	-	-
2	Very good	86 – 95	-	-	-	-	7	30,43
3	Good	76 - 85	-	-	-	-	4	17,39
4	Fairly good	66 - 75	4	17,39	14	60,86	12	52,17
5	Fair	56 - 65	3	13,04	3	13,04	-	-
6	Poor	36 - 55	16	69,56	6	26,08	-	-
7	Very poor	0 - 35	-	-	-	-	-	-
	Total		23	100	23	100	23	100

The table above shows that percentage of the students' improvement in determining the main idea of paragraph in the diagnostic test indicates that there are 4 students (17.39%) got fairly good, 3 students (13.04%) got fair, 16 students (69.56%) got poor in and none students for other classification

After taking the action in cycle I by holistic learning approach, the percentage of the students' improve is increased significantly. There are 14 students (60.86%) got fairly good, 3 students (13.04%) got fair, 6 students (26.08%) got poor and none of students for other classification. And then, in the

cycle II, there are 7 students (30.43%) got very good, and none of the students for other classification.

To know the percentage of students' improvement determining the main idea of paragraph clearly, the following chart is presented:

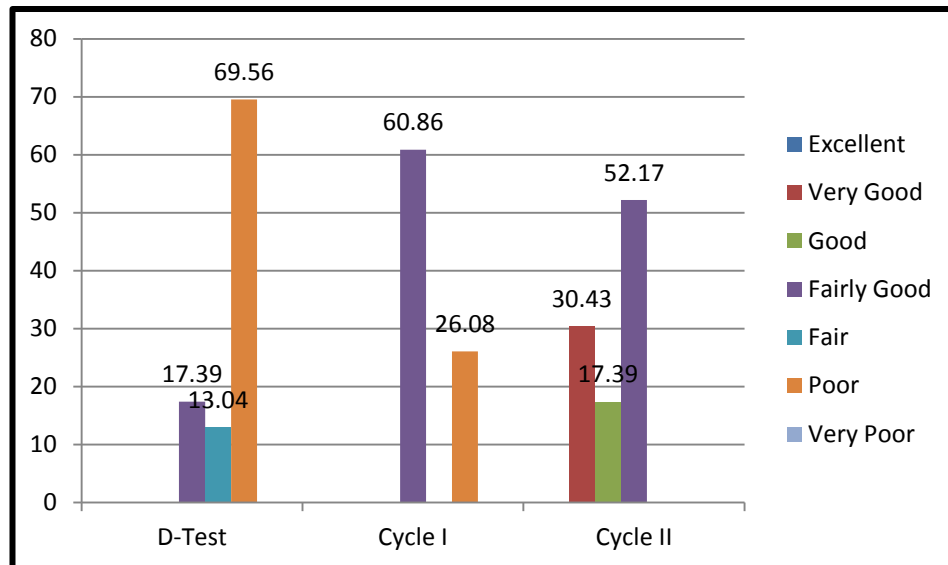


Figure 4.4: The classification and percentage of the students' improvement in identify the supporting idea of paragraph through holistic learning approach

The chart above shows that percentage of the students' improvement in identify the supporting idea of paragraph through holistic learning approach in the diagnostic test indicates that there are 4 students (17.39%) got fairly good, 3 students (13.04%) got fair, 16 students (69.56%) got poor in and none students for other classification.

After taking the action in cycle I by holistic learning approach, the percentage of the students' improvement was increased significantly. There are 14 students (60.86%) got fairly good, 3 students (13.04%) got fair, 6 students

(26.08%) got poor and none of students for other classification. And then, in the cycle II, there are 7 students (30.43%) got very good, and none of the students for other classification

5. The Students' Improvement in Reading Comprehension

The students' increase in reading comprehension is taken from the data of their mean score in cycle I and cycle II. Those were calculated and divided to get the students' mean score in reading comprehension. The data is explained as follow:

Table 5.5: The students' increase in reading comprehension

Indicators	Cycle I	Cycle II
Main Idea	6.52	7.68
Supporting Idea	6.36	7.90
Mean Score	6.44	7.79

The table above shows the students' improvement in reading comprehension. The students' mean score in cycle I is 6.44 and in cycle II is 7.79. It means that the students' reading comprehension is significantly improvement through holistic learning approach, especially in determining the main idea and supporting idea of paragraph through holistic learning approach. To see the result clearly, the chart is presented below:

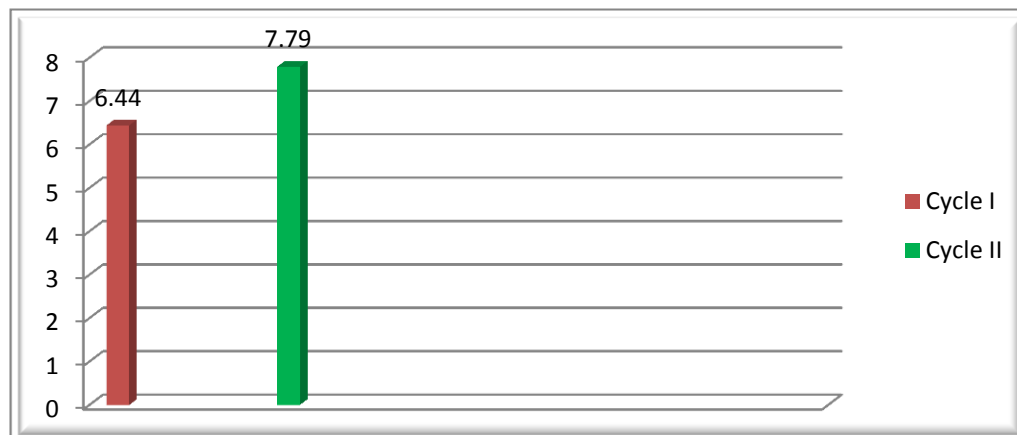


Figure 4.5: The students' improvement in reading comprehension

The chart above shows the students' improvement in reading comprehension. The students' mean score in cycle I was 6.44% and in cycle II was 7.79%. It means that the students' reading comprehension is significantly improved through holistic learning approach, especially in determining the main idea and supporting idea of paragraph.

B. Discussion

This part presents the result of the data analysis. The data was found on two tests; they are cycle I and cycle II.

Before implementing the method, the researcher found that the successful minimal criteria (KKM) were 7.5. But the diagnostic test score result, the students' mean score was 5.4. It is considered by the researcher to improve the students' score in reading comprehension.

The method used by the researcher in this research is holistic learning approach. The students' ability would improve after giving the treatment because from the students' score in the diagnostic test is low before the treatment which is

categorize as poor score. The students' score in cycle I after the treatment got the higher than the score in the diagnostic test but still lower than the successful minimal criteria. Where in determining the main idea the students got 6.52, and in identify the supporting idea of paragraph the students got 6,36. The researcher teach about the narrative text in the cycle I through implementation of holistic learning approach in the class. The researcher found that the students had difficulty to find the idea. The students still have less skill in translating the reading text. This might be because most of the students didn't bring the dictionary in English class, they were not confident enough to answer the text because afraid of making mistakes, and still think that learning English is difficult

So, the researcher decide to revise the planning in cycle II, such as instruct the students to bring dictionary in English class, make the reading text more interesting, motivate and give the present for the students who can achieve the highest score.

After giving the test in cycle II, the students' mean score is getting higher than in cycle I. Where in determining the main idea of the text the students get 7.68 and in identify the supporting idea of paragraph the students got 7.90.

Based on the result from cycle the students' improve in determining of main idea and determining the supporting idea of paragraph in cycle I and cycle II, the students' mean score in reading comprehension through holistic learning approach in cycle I is 6.44 and 7.79 in cycle II.

It means that there is significant improvement in students' reading comprehension determining the main idea and supporting idea of paragraph through holistic learning approach.

From the result above, the researcher conclude that:

1. The students' reading comprehension in determining main idea of paragraph trough holistic learning approach is significantly improve.
2. The students' reading comprehension in identify the supporting idea of paragraph is significantly improve

C. Discussion

This part presents the result of the data analysis. The data was found on two test; they are cycle I and cycle II.

Before implementing the method, the researcher fined that the successful minimal criteria (KKM) were 7.5. But the diagnostic test score result, the students' mean score was 5.4. It is consider by the researcher to improve the students' score in reading comprehension.

The method use by the researcher in this research is Holistic Learning Approach. The students' ability would improve after giving the treatment because from the students score in the diagnostic test is low before the treatment which is categorize as poor score. The students' score in cycle I after the treatment got the higher than the score in the diagnostic test but still lower than the successful minimal criteria. Where in identify the supporting idea of paragraph the students got 6,36. The researcher teaches about the narrative text in the cycle I through

implementation of Holistic Learning Approach in the class. The researcher found that the students had difficulty to find the idea. The students still have less skill in translating the reading text. This might be because most of the students didn't bring the dictionary in English class, they were not confident enough to answer the text because afraid of making mistakes, and still think that learning English is difficult.

So, the researcher decide to revise the planning in cycle II, such as instruct the students to bring dictionary in English class, make the reading text more interesting, motivate and give the present for the students who can achieve the highest score.

After giving the test in cycle II, the students' mean score is getting higher than in cycle I. Where in identify supporting idea of paragraph the students got 7.90.

Based on the result from cycle the students' improve in identify the supporting idea of paragraph in cycle I and cycle II, the students' mean score in reading comprehension through Holistic Learning Approach in cycle I is 6.44 and 7.79 in cycle II.

It means that there is significant improvement in students' reading comprehension in identify the supporting idea of paragraph through Holistic Learning Approach.

From the result above, the researcher conclude that the students' reading comprehension in identify the supporting idea of paragraph is significantly improved

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion based on the research findings and discussion in previous chapter, the researcher puts forward the following conclusion and suggestions;

A. CONCLUSION

1. The students' literal reading comprehension in term of finding main idea through Holistic Learning Approach at the eighth grade students of SMPN 6 Moncongloe Kab. Maros improved. It was proven by the students' mean score in terms of finding main idea of paragraph, the result of diagnostic test is 5.44, cycle I is 6.52 and cycle II is 7.68.
2. The students' literal reading comprehension in term of identifying supporting idea through Holistic Learning Approach at the eighth grade students of SMPN 6 Moncongloe Kab. Maros improved. It was proven by the students' mean score in terms of identify the supporting idea of paragraph, the result of diagnostic test is 5.46, cycle I is 6.36 and cycle II is 7.9.

B. SUGGESTION

Based on the findings, the researcher stated some suggestion to improve the students' reading comprehension achievement through Holistic Learning Approach as follows:

1. Reading English text is a window of knowledge, so that the students should be encouraged to read a lot.
2. The teacher should apply various kinds of suitable techniques in teaching learning skill, in order to make the students more interested in reading English text.
3. It is suggested to the English teacher to apply Holistic Learning Approach as an effective way to improve the students' reading comprehension.
4. It is suggested for another researcher to be more creative in choosing the method that they are going to apply in the next research.
5. The teacher can improve other skill use holistic learning approach such as writing, reading and vocabulary.

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**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah	: SMPN 6 Moncongloe Kab. Maros
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	VIII(Delapan)/Genap
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
Jenis teks	: Teks <i>descriptive</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat :

- a. Menemukan gagasan umum yang terdapat dalam teks *descriptive*.
- b. Menemukan informasi rinci yang terdapat dalam teks *descriptive*.
- c. Menghubungkan berbagai peristiwa yang terdapat dalam teks *descriptive*.
- d. Menjawab pertanyaan berdasarkan teks *descriptive*

❖ **Karakter yang diharapkan** : Rasa percaya diri
Mandiri
Tekun
Rasa hormat dan perhatian

2. Materi Pembelajaran

a. Pertemuan Pertama

MY HOUSE

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living

in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

b. Pertemuan Kedua

MY MOTHER

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person, and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

3. Metode Pembelajaran : Holistic Learning Approach

4. Kegiatan Pembelajaran

Pertemuan 1 dan 2

A. Kegiatan Awal

Dalam kegiatan awal, guru:

1. Menyampaikan materi yang akan dipelajari.
2. Membagi siswa menjadi beberapa kelompok
3. Membagikan teks bacaan kepada setiap kelompok
4. Meminta siswa untuk membaca hanya judulnya terlebih dahulu.
5. Melakukan curah pendapat dengan siswa melalui cara bertanya atau meminta siswa memberikan pendapatnya mengenai judul bacaan.
6. Meminta siswa memprediksikan isi teks berdasarkan curah pendapat yang telah dilakukan.
7. Meminta siswa mengecek kata-kata sulit yang terdapat dalam bacaan.
8. Menjelaskan makna dari kata-kata sulit yang terdapat dalam teks.

B. Kegiatan Inti

Dalam kegiatan inti, guru:

1. Memberikan kesempatan kepada siswa untuk membaca teks *descriptive*.
2. Memberi kesempatan kepada siswa untuk membaca, berfikir, dan menganalisa bacaan, serta mendiskusikannya dengan masing-masing anggota kelompok
3. Mengarahkan siswa untuk mengidentifikasi makna dengan cara merekognisi kata-kata yang terdapat dalam bacaan serta prediksi yang telah mereka miliki di awal pembelajaran.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

1. Meminta siswa mengidentifikasi ide utama yang terdapat di dalam teks *descriptive*.
2. Meminta siswa mengidentifikasi informasi rinci yang terdapat dalam teks *descriptive* berupa rincian peristiwa atau ide.
3. Meminta siswa menyimpulkan bacaan.

5. Sumber Belajar

- a. Buku teks yang relevan.

6. Penilaian

a. Instrumen

1) Pertemuan pertama

1. How many rooms in the writer's house?
2. Where is the kitchen take place?
3. What is the main idea of paragraph three?
4. What is he doing when he bored of reading?
5. Make Supporting detail about the text based on your own words!

2) Pertemuan kedua

1. How is the color of her eyes?
2. What is she doing when her family have problem?
3. What is the main idea of the first paragraph?
4. What is the main idea of paragraph three?
5. Make Supporting detail about the text!

b. Aspek Penilaian : main idea dan Supporting detail

1. Main idea

Criteria	Score
The meaning and grammar are correct	7.6 - 10
The meaning is correct and some errors of grammar	5.1 – 7.5
Some errors of meaning and grammar	2.6 – 5
The meaning and grammar are incorrect	1 – 2.5
No answer	0

2. Supporting detail

Criteria	Score
Identify and summarizing the supporting ideas with grammatically	7.6 – 10
State an idea or a detail about the text but incomplete	5.1 – 7.5
Identify an idea or a detail but some errors of grammar	2.6 – 5
Can not identify the supporting ideas, lack of grammar	1 – 2.5

b. Pedoman penilaian

Untuk tiap nomor, tiap jawaban diberi skor sesuai rubrik

Jumlah skor maksimal $5 \times 10 = 50$

Nilai maksimal tiap nomer adalah 10

Nilai siswa = $\frac{\text{skorperolehan}}{\text{skormaksimal}} \times 100$

Maros, Maret2017

Guru Mata Pelajaran

ARIEF NUR HALIEQ

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 6 Moncongloe Kab. Maros
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	VIII(Delapan)/Genap
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
Jenis teks	: Teks <i>descriptive</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat :

- a. Menemukan gagasan umum yang terdapat dalam teks *descriptive*.
- b. Menemukan informasi rinci yang terdapat dalam teks *descriptive*.
- c. Menghubungkan berbagai peristiwa yang terdapat dalam teks *descriptive*.
- d. Menjawab pertanyaan berdasarkan teks *descriptive*

❖ **Karakter yang diharapkan** : Rasa percaya diri
Mandiri
Tekun
Rasa hormat dan perhatian

2. Materi Pembelajaran

- a. Pertemuan ketiga

SINGAPORE

Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.

(Source:Dit. PSMP, 2006)

b. Pertemuan Ke-empat

Meeting a Star

On Saturday morning at 09.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive.

3. Metode Pembelajaran : Holistic Learning Approach

4. Kegiatan Pembelajaran

Pertemuan 3 dan 4

A. Kegiatan Awal

Dalam kegiatan awal, guru:

Dalam kegiatan awal, guru:

1. Menyampaikan materi yang akan dipelajari.
2. Membagi siswa menjadi beberapa kelompok

3. Membagikan teks bacaan kepada setiap kelompok
4. Meminta siswa untuk membaca hanya judulnya terlebih dahulu.
5. Melakukan curah pendapat dengan siswa melalui cara bertanya atau meminta siswa memberikan pendapatnya mengenai judul bacaan.
6. Meminta siswa memprediksikan isi teks berdasarkan curah pendapat yang telah di lakukakan.
7. Meminta siswa mengecek kata-kata sulit yang terdapat dalam bacaan.
8. Menjelaskan makna dari kata-kata sulit yang terdapat dalam teks.

B. Kegiatan Inti

Dalam kegiatan inti, guru:

1. Memberikan kesempatan kepada siswa untuk membaca teks *descriptive*.
2. Memberi kesempatan kepada siswa untuk membaca, berfikir, dan menganalisa bacaan.
3. Mengarahkan siswa untuk mengidentifikasi makna dengan caramerekognisi kata-kata yang terdapat dalam bacaan serta prediksi yang telah mereka miliki di awal pembelajaran.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

1. Meminta siswa mengidentifikasi ide utama yang terdapat di dalam teks *descriptive*.
2. Meminta siswa mengidentifikasi informasi rinci yang terdapat dalam teks *descriptive* berupa rincian peristiwa atau ide.
3. Meminta siswa menyimpulkan bacaan.

5. Sumber Belajar :Buku teks yang relevan.

6. Penilaian

a. Instrumen

1) Pertemuan ketiga

1. How big the population of Singapore?
2. Where do most people live?

3. Is the business district an old place?
4. What is the main idea of second paragraph?
5. Make Supporting detail about the text!

2) Pertemuan ke-empat

1. When was the writer walking down Sunda Street?
2. Why did he refuse the man's giving at first?
3. Is the writer really refuse the man's giving?
4. What is the main idea of the second paragraph?
5. Make Supporting detail about the text!

b. Aspek Penilaian : main idea dan Supporting detail

1. Main idea

Criteria	Score
The meaning and grammar are correct	7.6 - 10
The meaning is correct and some errors of grammar	5.1 – 7.5
Some errors of meaning and grammar	2.6 – 5
The meaning and grammar are incorrect	1 – 2.5
No answer	0

2. Supporting detail

Criteria	Score
Identify and summarizing the supporting ideas with grammatically	7.6 – 10
State an idea or a detail about the text but incomplete	5.1 – 7.5
Identify an idea or a detail but some errors of grammar	2.6 – 5

Can not identify the supporting ideas, lack of grammar	1 – 2.5
--	---------

a. Pedoman penilaian

Untuk tiap nomor, tiap jawaban diberi skor sesuai rubrik

Jumlah skor maksimal $5 \times 10 = 50$

Nilai maksimal tiap nomer adalah 10

Nilai siswa = $\frac{\text{skorperolehan}}{\text{skormaksimal}} \times 100$

Maros, Maret2017

Guru Mata Pelajaran

ARIEF NUR HALIEQ

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 6 Moncongloe Kab. Maros
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	VIII(Delapan)/Genap
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
Jenis teks	: Teks <i>descriptive</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat :

- a. Menemukan gagasan umum yang terdapat dalam teks *descriptive*.
- b. Menemukan informasi rinci yang terdapat dalam teks *descriptive*.
- c. Menghubungkan berbagai peristiwa yang terdapat dalam teks *descriptive*.
- d. Menjawab pertanyaan berdasarkan teks *descriptive*

❖ **Karakter yang diharapkan** : Rasa percaya diri
Mandiri
Tekun
Rasa hormat dan perhatian

2. Materi Pembelajaran

a. Pertemuan kelima

Rehabilitation Centre for Orang-Utans

An orang-utan is easy to recognize because it has no tail. Its arms are longer than its legs, and it is cleverer than a monkey. The face of an orang -utan is hairless but when it is old, it has a moustache and beard. Orang-utans usually live

and sleep on trees. When they grow old and are no longer able to swing through the branches, they stay on the ground. There are two kinds of orang-utans, one from Sumatra and the other from Kalimantan. Like other wild animals, they also need protection. Mount Leuser National Park and Tanjung Puting Reserve are famous for the protection of these animals.

Mount Leuser National Park has a total area of 946,400 hectares in northern Sumatra. It became a National Park in 1980. The park has more than 320 kinds of birds, 176 kinds of mammals and 194 kinds of reptiles. The park has become famous because it is one of the rehabilitation centers of orang-utans. In this rehabilitation centre, people train the orang-utans to live in the forest as wild animals again.

Tanjung Puting Reserve is about 30 meters above sea level in Central Kalimantan. It covers an area of 205,000 hectares. The northern part of the reserve is the rehabilitation centre for orang-utans. A boat trip to this reserve is very interesting. One can see a lot of birds and monkeys along the riverside.

b. Pertemuan Ke-enam

Cardigan School

Cardigan is a school in United States. It is a boarding school. 90% of the students live in dormitories. So, they do everything together at school. There is a school shop, a barbershop and also a school bank. Students can shop in the school shop and get money from the bank.

Students get up early in the morning and eat breakfast together. Before the morning classes, they return to their dormitories to make the beds and clean the rooms. After school, they sit together for lunch. They usually do sports and other activities in the afternoon. After sports and activities, they have dinner. They usually prepare the next day's classes after that. Before they go to sleep, they have time to meet their friends, read magazines or call home.

At Cardigan school, students study Math, English, Science and Social studies. They also take courses such as reading, woodworking, music, religion and computer.

3. Metode Pembelajaran : Holistic Learning Approach

4. Kegiatan Pembelajaran

Pertemuan 5 dan 6

A. Kegiatan Awal

Dalam kegiatan awal, guru:

Dalam kegiatan awal, guru:

1. Menyampaikan materi yang akan dipelajari.
2. Membagi siswa menjadi beberapa kelompok
3. Membagikan teks bacaan kepada setiap kelompok
4. Meminta siswa untuk membaca hanya judulnya terlebih dahulu.
5. Melakukan curah pendapat dengan siswa melalui cara bertanya atau meminta siswa memberikan pendapatnya mengenai judul bacaan.
6. Meminta siswa memprediksikan isi teks berdasarkan curah pendapat yang telah dilakukan.
7. Meminta siswa mengecek kata-kata sulit yang terdapat dalam bacaan.
8. Menjelaskan makna dari kata-kata sulit yang terdapat dalam teks.

B. Kegiatan Inti

Dalam kegiatan inti, guru:

1. Memberikan kesempatan kepada siswa untuk membaca teks *descriptive*.
2. Memberi kesempatan kepada siswa untuk membaca, berfikir, dan menganalisa bacaan.
3. Mengarahkan siswa untuk mengidentifikasi makna dengan caramerekognisi kata-kata yang terdapat dalam bacaan serta prediksi yang telah mereka miliki di awal pembelajaran.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

1. Meminta siswa mengidentifikasi ide utama yang terdapat di dalam teks *descriptive*.
2. Meminta siswa mengidentifikasi informasi rinci yang terdapat dalam teks *descriptive* berupa rincian peristiwa atau ide.

3. Meminta siswa menyimpulkan bacaan.

5. Sumber Belajar :Buku teks yang relevan.

6. Penilaian

a. Instrumen

1) Pertemuan ke-lima

1. What makes orang-utans different from monkeys?
2. Where do orang-utans live?
3. Does the government protect them? How?
4. What is the main idea of paragraph one?
5. Make Supporting detail about the text based on your own words!

2) Pertemuan ke-enam

1. Where do the students live?
2. What do they do before morning classes?
3. What is the main idea of first paragraph?
4. What is the main idea of the last paragraph?
5. Make Supporting detail about the text!

b. Aspek Penilaian : main idea dan Supporting detail

1. main Idea

Criteria	Score
The meaning and grammar are correct	7.6 - 10
The meaning is correct and some errors of grammar	5.1 – 7.5
Some errors of meaning and grammar	2.6 – 5
The meaning and grammar are incorrect	1 – 2.5
No answer	0

2. Supporting detail

Criteria	Score
Identify and summarizing the supporting ideas with grammatically	7.6 – 10
State an idea or a detail about the text but incomplete	5.1 – 7.5
Identify an idea or a detail but some errors of grammar	2.6 – 5
Can not identify the supporting ideas, lack of grammar	1 – 2.5

a. Pedoman penilaian

Untuk tiap nomor, tiap jawaban diberi skor sesuai rubrik

Jumlah skor maksimal $5 \times 10 = 50$

Nilai maksimal tiap nomer adalah 10

Nilai siswa = $\frac{\text{skorperolehan}}{\text{skormaksimal}} \times 100$

Maros, Maret2017

Guru Mata Pelajaran

ARIEF NUR HALIEQ

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah	: SMPN 6 Moncongloe Kab. Maros
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	VIII(Delapan)/Genap
Standar Kompetensi	: 5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> yang berkaitan dengan lingkungan sekitar.
Kompetensi Dasar	: 5.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.
Jenis teks	: Teks <i>descriptive</i>
Aspek/Skill	: Membaca
Alokasi Waktu	: 4 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat :

- a. Menemukan gagasan umum yang terdapat dalam teks *descriptive*.
- b. Menemukan informasi rinci yang terdapat dalam teks *descriptive*.
- c. Menghubungkan berbagai peristiwa yang terdapat dalam teks *descriptive*.
- d. Menjawab pertanyaan berdasarkan teks *descriptive*

❖ **Karakter yang diharapkan** : Rasa percaya diri
Mandiri
Tekun
Rasa hormat dan perhatian

2. Materi Pembelajaran

- a. Pertemuan ketujuh

TOBACCO

Tobacco is a kind of a plant of which people smoke the leaves. Tobacco contains tar and nicotine. Nicotine is a poison. Just a little nicotine can kill you. People make tobacco into cigarettes and cigars. When you smoke

cigarettes or cigars, you are in active smoker. When someone is smoking and you are near or her and inhale the smoke into your lungs, then you are a passive smoker. Smoking is not good for our health. It causes lungs cancer and bronchitis.

Alcohol and narcotics are another enemy of our health. People make alcohol from grains, vegetables or fruits. And narcotics, when you take narcotics, you will feel very sleepy. Narcotics can damage your mind and it can cause you to die.

b. Pertemuan Ke delapan

THE BOGOR BOTANICAL GARDEN

One of famous public gardens in Indonesia is the Bogor Botanical Garden. It lies 60 kilometers south of Jakarta. It was built at the order of the British Governor Sir Thomas Stamford Raffles, but the Dutch Governor-General Van Der Cappellen opened it in 1817.

The large park covers an area of 87 hectares and has more than 15,000 kinds of trees and plants. There are 400 different types of palms, more than 5,000 kinds of orchids from Indonesia and abroad, and the giant Rafflesia which blooms only once a year.

During the 19th century this garden was famous for the study of tea, cassava, tobacco, cinchona, and other plants. There is also a botanical library where students can find a lot of books on botany. In 1856, at the northern part of the Garden the Dutch built a palace for their governor general. It is open daily from 9.00 to 17.00 for visitors.

3. Metode Pembelajaran : Holistic Learning Approach

4. Kegiatan Pembelajaran

Pertemuan 1 dan 2

A. Kegiatan Awal

Dalam kegiatan awal, guru:

Dalam kegiatan awal, guru:

1. Menyampaikan materi yang akan dipelajari.
2. Membagi siswa menjadi beberapa kelompok
3. Membagikan teks bacaan kepada setiap kelompok

4. Meminta siswa untuk membaca hanya judulnya terlebih dahulu.
5. Melakukan curah pendapat dengan siswa melalui cara bertanya atau meminta siswa memberikan pendapatnya mengenai judul bacaan.
6. Meminta siswa memprediksikan isi teks berdasarkan curah pendapat yang telah dilakukan.
7. Meminta siswa mengecek kata-kata sulit yang terdapat dalam bacaan.
8. Menjelaskan makna dari kata-kata sulit yang terdapat dalam teks.

B. Kegiatan Inti

Dalam kegiatan inti, guru:

1. Memberikan kesempatan kepada siswa untuk membaca teks *descriptive*.
2. Memberi kesempatan kepada siswa untuk membaca, berfikir, dan menganalisa bacaan.
3. Mengarahkan siswa untuk mengidentifikasi makna dengan caramerekognisi kata-kata yang terdapat dalam bacaan serta prediksi yang telah mereka miliki di awal pembelajaran.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

1. Meminta siswa mengidentifikasi ide utama yang terdapat di dalam teks *descriptive*.
2. Meminta siswa mengidentifikasi informasi rinci yang terdapat dalam teks *descriptive* berupa rincian peristiwa atau ide.
3. Meminta siswa menyimpulkan bacaan.

5. Sumber Belajar :Buku teks yang relevan.

6. Penilaian

a. Instrumen

1) Pertemuan pertama

1. What does tobacco contain?
2. How can we become a passive smoker?
3. What is the other enemy of our health?
4. What is the main idea of paragraph one?

5. Make Supporting detail about the text!

2) Pertemuan kedua

1. Where is Bogor Botanical Garden located?
2. How many large of the park there?
3. When do we can visit the Botanical Garden?
4. What is the main idea of the first paragraph?
5. Make Supporting detail about the text!

b. Aspek Penilaian : main idea dan Supporting detail

1. main Idea

Criteria	Score
The meaning and grammar are correct	7.6 - 10
The meaning is correct and some errors of grammar	5.1 – 7.5
Some errors of meaning and grammar	2.6 – 5
The meaning and grammar are incorrect	1 – 2.5
No answer	0

2. Supporting detail

Criteria	Score
Identify and summarizing the supporting ideas with grammatically	7.6 – 10
State an idea or a detail about the text but incomplete	5.1 – 7.5
Identify an idea or a detail but some errors of grammar	2.6 – 5
Can not identify the supporting ideas, lack of grammar	1 – 2.5

a. Pedoman penilaian

Untuk tiap nomor, tiap jawaban diberi skor sesuai rubrik

Jumlah skor maksimal $5 \times 10 = 50$

Nilai maksimal tiap nomer adalah 10

Nilai siswa = $\frac{\text{skorperolehan}}{\text{skormaksimal}} \times 100$

Maros, Maret2017

Guru Mata Pelajaran

ARIEF NUR HALIEQ

Diagnostic test

A. Read the text below

The Old Man and His Son

Once there lived an old man who had many sons. They were always quarrelling with one another and this made him very sad. He longed to see them live peacefully so he thought up a clever plan to show them their folly.

He brought home a small bundle of stick and sent for his sons. He asked his youngest son to try and break the bindle. He could not. Then, he asked the rest to try. One by one, each of them tried, but field.

The old man united the bundle and asked his sons to try again. They broke the sticks at once. Now come the time to teach their lesson. “my sons, “he sais, “learnt a lesson from these sticks. You couldn’t break them as long as they were bound together, but the moment they were separate from one another, they were broken into pieces in the same way, you will come to no harm as long as you remind united. But, you will all perish if you are divide.

Answer the questions based on the text above!

1. What is the main idea of Paragraph 1?
2. What is the supporting idea in paragraph 2?
3. Determine the main idea of paragraph 2?
4. Write the supporting idea of paragraph 3?

Test cycle I

a. Read the text below!

Malin kundang

Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fisherman's helper, they still live in poverty. "Mother, what if I sail overseas?" asked MALin Kundang one day to his mother. Her mother didn't agree but MALin Kundang had made up his mind. "Mother, if I here, I will always be a poor man. I want to be a successful person," urged Malin Kundang. His mother wiped her tears, "if you really want to go, I can't stop you. I could only pray to God for you to gain success in life," said his mother wisely. "But, promise to me, you will come home".

In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malin was offered to join him. "take a good care of yourself, son" said Malin Kundang's mother as she gave him some food supplies. "Yes, mother," MALin Kundang said. "you too have to take a good care yourself. "I will keep in touch with you." He continued before kissing his mother's hand. Before MALin stepped onto the ship. Malin's mother hugged him tight as if she didn't want to let him go.

It had been three monts since malin left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wishes to see the ship that brought Malin kundang home. Every day and night. She prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for malin kundang. Even though it's been a year she had not heard any news from malin kundang. She kept waiting and praying for him.

After several years waiting without any news, malin kundang's mother was suddenly surprised by the arrival of big ship in the pier where she usually stood saw a man who looked wealthy stepping down a ladder along with a beautiful woman. She could not be wrong. He blurry eyes still easily recognized him. The man was malin kundang, her son. Malin kundang's mother quickly went to see her loved son. "Malin, you're back son!" said Malin Kundang's mother and without hesitation, she come running to hug Malin kundang, I miss you so much." But, malin kundang didn't show any respond. He was ashamed to admit his own mother in front of his beautiful wife. 'you are not my mothe, I don't know you. My mother would never wear ragged and ugly clothes.'" Said MALin kundang as he release his mother embrace.

Malin kundang's mother take a step back, " malin..... You don't recognize me? I'm your mother!" she said sadly. Malin kundang's face was cold as ice. "Guard, take this old women out of here,"Malin Kundang orders his bodyguard. "give her some money so she won't disturd me again!" malin kundang's mother cried as she was dragged by the bodyguard, 'Malin..... my son. Why do you

treat your own mother like this?” malin kundang ignored his mother and ordered the ship crew to set sail. Malin kundang’s mother sat alone in the pier. Her heart was so hurt, she cried and cried. “Dear God, if he isn’t my son, please let him have a safe journey. But if he is, I cursed him to become a stone,” she prayed to the god. In the quiet sea, suddenly the wind blew so hard and thunderstorm came. Malin kundang’s huge ship was wrecked. He was thrown by the wave out his ship, and fell on a small island. Suddenly his whole turned into stone. He was punished for not admitting his own mother.

b. Answer the questions based on the text above!

- a. What is the main idea of Paragraph 1?
- b. What is the supporting idea in paragraph 2?
- c. Determine the main idea of paragraph 3?
- d. Write the supporting idea of paragraph 4?

Test cycle II

A. Read the text below!

Princess Tandampalik

Folklore from South Sulawesi

KING of Luwu had a very beautiful daughter. Her name was Princess Tandampalik. She was very beautiful. Any man who saw her would fall in love with her. Everybody knew about her beauty, including King of Bone. Bone was a kingdom that was far away from Luwu Kingdom. Then, King of Bone paid a visit to Luwu in order to propose Princess Tandampalik to be her daughter-in-law. His son, Prince of Bone, was still single. King of Luwu actually did not want to accept the proposal. According to the culture, he could not have a son-in-law who lived very far from him.

Otherwise, he would suffer from terrible disease. But, he knew if he refused it, kingdom of Bone would attack Luwu. Many of his people would suffer. After that, King of Bone came to Luwu and talked about the marriage proposal. King of Luwu said he needed time to decide. King of Bone understood and went home. Suddenly, a bad thing happened. Princess Tandampalik was ill. She got skin rash. The kingdom healer said the disease could infect others. The king then decided to put the princess in a safe place. It was in a remote island named Wajo Island.

The princess was not alone. Some soldiers accompanied her. The princess was sad. But she knew if she stayed in the kingdom, many people would be infected. So she was not angry with her father for making her stay in a remote island. Several days after Princess Tandampalik lived in Wajo Island, a cow came to her. The cow was different from other cows. The skin was albino. The cow licked Princess Tandampalik's skin. Amazingly, the disease was cured. Her skin was smooth again. Her beauty was back! In the mean time, Prince of Bone was sailing in the sea. He landed in Wajo Island.

He was so surprised to see a very beautiful girl lived in such a remote island. "Wow, may be she is an angel," he thought. "Who are you, beautiful girl?"

Do you live here?" asked Prince of Bone. Princess Tandampalik then explained everything. Prince of Bone had heard about her before. He was so happy that he finally met her. He immediately brought Princess Tandampalik and the soldiers back to Luwu Kingdom. The King of Luwu was so happy that her daughter was cured. Not long after that, the King held a wedding party for her daughter and Prince of Bone.

B. Answer Questions!

- a. What is the main idea of Paragraph 1?
- b. What is the supporting idea in paragraph 2?
- c. Determine the main idea of paragraph 2?
- d. Write the supporting idea of paragraph 3?

First Meeting

MY HOUSE

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen.

source : www.aesoponline.com

Answer the questions based on the text above!

1. How many rooms in the writer's house?
2. Where is the kitchen take place?
3. What is the main idea of paragraph three?
4. What is he doing when he bored of reading?
5. Write a sentence that imply as supporting detail!

The Key Answers:

1. There five rooms in the writers' house.
2. The kitchen is in the right side of the living room.
3. The next of the writer's bedroom is her mother's but she do not know what is inside because she never come in to see it.
4. When he being bored of reading, she usually play online games, chat with her friends via Facebook and so on.
5. Possible answers:

It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen.

In this room there is a night table next to the bed, a TV, a radio, and a computer.

Second Meeting

MY MOTHER

My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

source : www.aesoponline.com

Answer the questions based on the text above!

1. How is the color of her eyes?
2. What is she doing when her family have problem?
3. What is the main idea of the first paragraph?
4. What is the main idea of paragraph three?
5. Write a sentence that imply as supporting detail!

Answers:

1. The color of her eyes are like honey
2. When her family have a problem, she always be with them to helps them and to give them all her love.
3. The writer's mother is a beautiful person.
4. The writer's mother is a very good child, wife and mother.
5. Possible answer :
She is very lovely, friendly, patient, and she loves to help people.
(accept other supporting detail sentence)

Third Meeting

SINGAPORE

Singapore is an island city of about 4 million people. It's a beautiful city with lots of parks and open spaces. It's also a clean city.

Most of the people live in high-rise flats in different parts of the island. The business district is very modern, with lots of tall new office buildings. Singapore also has some nice older sections. In Chinatown there are rows of old shop houses. The government buildings in Singapore are very beautiful and date from the colonial days.

Singapore is famous for its shops and restaurants. There are many good shopping centers. Most of the goods are duty free. Singapore's restaurants sell Chinese, Indian, Malay and European food, and the prices are quite reasonable.

source : www.aesonline.com

Answer the following question based on the text

1. How big the population of Singapore?
2. Where do most people live?
3. Is the business district an old place?
4. What is the main idea of second paragraph?
5. Write a sentence that imply as supporting detail!

The Answers:

1. The population of Singapore is about 4 million people.
2. Most of the people live in high-rise flats in different parts of the island.
3. No, it is not.
4. Most of the people in Singapore live in high-rise flats in different parts of the island.
5. Possible answer :
Singapore also has some nice older sections.

Fourth Meeting

Meeting a Star

On Saturday morning at 09.30, I was walking down Sunda Street, looking for a record store. A man stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted to me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer in D' Masive.

source : www.aesoponline.com

Answer the following question based on the text

1. When was the writer walking down Sunda Street?
2. What did the man asked the writer?
3. Is the writer really refused the man's giving?
4. What is the main idea of the second paragraph?
5. Write a sentence that imply as supporting detail!

The Key Answer

1. The writer was walking down Sunda Street on Saturday morning at 09.30.
2. The man asked the writer the way to the Hyatt Hotel.
3. No, he is not.
4. The writer was so surprised because the man is a singer of D'masiv.
5. Possible answer :

He thanked me and tried to give me something.

Fifth Meeting

TOBACCO

Tobacco is a kind of a plant of which people smoke the leaves. Tobacco contains tar and nicotine. Nicotine is a poison. Just a little nicotine can kill you. People make tobacco into cigarettes and cigars. When you smoke cigarettes or cigars, you are in active smoker. When someone is smoking and you are near on her and inhale the smoke into your lungs, then you are a passive smoker. Smoking is not good for our health. It causes lungs cancer and bronchitis.

Alcohol and narcotics is another enemy of our health. People make alcohol from grains, vegetables or fruits. And narcotics, when you take narcotics, you will feel very sleepy. Narcotics can damage your mind and it can cause you to die.

source : www.aesoponline.com

Answer the questions based on the text above!

1. What does tobacco contain?
2. What is the risk of smoker?
3. What is another enemy of our health?
4. What is the main idea of paragraph one?
5. Write a sentence that imply as supporting detail!

The Key Answer

1. Tobacco contains tar and nicotine.
2. The risk of smoker is lungs cancer and bronchitis.
3. Another enemy of our health is alcohol and narcotics.
4. Tobacco is a kind of a plant of which people smoke the leaves.
5. Possible answer :

When someone is smoking and you are near on her and inhale the smoke into your lungs, then you are a passive smoker.

Sixth Meeting

Rehabilitation Centre for Orang-Utans

An orang-utan is easy to recognize because it has no tail. Its arms are longer than its legs, and it is cleverer than a monkey. The face of an orang -utan is hairless but when it is old, it has a moustache and beard. Orang-utans usually live and sleep on trees. When they grow old and are no longer able to swing through the branches, they stay on the ground. There are two kinds of orang-utans , one from Sumatra and the other from Kalimantan. Like other wild animals, they also need protection. Mount Leuser National Park and Tanjung Putting Reserve are famous for the protection of these animals.

Mount Leuser National Park has a total area of 946,400 hectares in northern Sumatra. It became a National Park in 1980. The park has more than 320 kinds of birds, 176 kinds of mammals and 194 kinds of reptiles. The park has become famous because it is one of the rehabilitation centers of orang-utans. In this rehabilitation centre, people train the orang-utans to live in the forest as wild animals again.

Tanjung Putting Reserve is about 30 meters above sea level in Central Kalimantan. It covers an area of 205,000 hectares. The northern part of the reserve is the rehabilitation centre for orang-utans. A boat trip to this reserve is very interesting. One can see a lot of birds and monkeys along the riverside.

source : www.aesoponline.com

Answer the questions about the text above!

1. What makes orang-utans different from monkeys?
2. Where do orang-utans live?
3. Does the government protect them? How?
4. What is the main idea of paragraph one?
5. Make conclusion about the text based on your own words!

The Key Answers

1. Orang-utans's arms are longer than its legs and it is cleverer than a monkey. It make it different with monkey.
2. Orang-utans usually live and sleep on trees.
3. Yes, it is. Government builds Mount Leuser National Park and Tanjung Putting Reserve to protect the animal.
4. An orang-utan is easy to recognize because it has no tail.
5. Possible answer:
Its arms are longer than its legs, and it is cleverer than a monkey.

Seventh Meeting

Cardigan School

Cardigan is a school in United States. It is a boarding school. 90% of the students live in dormitories. So, they do everything together at school. There is a school shop, a barbershop and also a school bank. Students can shop in the school shop and get money from the bank.

Students get up early in the morning and eat breakfast together. Before the morning classes, they return to their dormitories to make the beds and clean the rooms. After school, they sit together for lunch. They usually do sports and other activities in the afternoon. After sports and activities, they have dinner. They usually prepare the next day's classes after that. Before they go to sleep, they have time to meet their friends, read magazines or call home.

At cardigan school, students study Math, English, Science and Social studies. They also courses such as reading, woodworking, music, religion and computer.

source : www.aesoponline.com

Answer the questions below based on the text!

1. Where do the most students live?
2. What do they do before morning classes?
3. What is the main idea of first paragraph?
4. What is the main idea of the last paragraph?
5. Write a sentence that imply as supporting detail!

The Key Answers

1. Most students live in dormitories.
2. Before the morning classes, they return to their dormitories to make the beds and clean the rooms.
3. Cardigan is a boarding school in United States.
4. At cardigan school, students study Math, English, Science and Social studies.
5. Possible answer:
So, they do everything together at school

A. The Students' Score in Determining the Main Idea of Paragraph

D-TEST			
Students	Question 1	Question 3	Total Score
A-01	20	26	46
A-02	30	23	53
A-03	22	26	53
A-04	33	33	66
A-05	10	36	46
A-06	20	20	40
A-07	23	30	53
A-08	14	32	46
A-09	35	38	73
A-10	30	30	60
A-11	30	23	53
A-12	33	33	66
A-13	23	30	53
A-14	20	36	56
A-15	33	33	66
A-16	23	23	46
A-17	15	25	40
A-18	30	23	53
A-19	30	30	60
A-20	33	33	66
A-21	33	33	66
A-22	33	13	46
A-23	33	13	46
Total			1253
Mean Score			54.4

Cycle I			
Students	Question 1	Question 3	Total Score
A-01	20	26	66
A-02	30	23	60
A-03	22	26	66
A-04	33	33	80
A-05	10	36	66
A-06	20	20	53
A-07	23	30	73
A-08	14	32	53
A-09	35	38	80
A-10	30	30	66
A-11	30	23	66
A-12	33	33	73
A-13	23	30	73
A-14	20	36	66
A-15	33	33	73
A-16	23	23	60
A-17	15	25	68
A-18	30	23	60
A-19	30	30	66
A-20	33	33	86
A-21	33	33	86
A-22	33	13	66
A-23	33	13	66
Total			1572
Mean Score			65.2

Cycle II			
Students	Question 1	Question 3	Total Score
A-01	40	40	80
A-02	30	43	73
A-03	23	57	80
A-04	33	60	93
A-05	25	48	73
A-06	46	27	73
A-07	44	36	80
A-08	34	39	73
A-09	56	37	93
A-10	33	47	80
A-11	23	57	80
A-12	44	49	93
A-13	55	25	80
A-14	23	63	86
A-15	23	70	93
A-16	45	35	80
A-17	55	18	73
A-18	34	39	73
A-19	45	35	80
A-20	33	60	93
A-21	56	37	93
A-22	67	6	73
A-23	33	40	73
Total			1868
Mean Score			76.8

B. The Students' Score in Identify Supporting Idea of Paragraph

D-Test			
Students	Question 2	Question 4	Total Score
A-01	20	33	53
A-02	30	20	50
A-03	22	31	53
A-04	33	33	66
A-05	10	50	60
A-06	20	33	53
A-07	23	23	46
A-08	14	32	46
A-09	35	38	73
A-10	30	30	60
A-11	30	23	53
A-12	33	20	53
A-13	23	30	53
A-14	20	40	60
A-15	33	33	66
A-16	23	27	50
A-17	15	31	46
A-18	30	23	53
A-19	30	23	53
A-20	33	33	66
A-21	33	20	53
A-22	33	13	46
A-23	33	13	46
Total			1258
Mean Score			54.6

Cycle I			
Students	Question 2	Question 4	Total Score
A-01	33	33	66
A-02	30	23	53
A-03	33	27	60
A-04	33	40	73
A-05	33	40	73
A-06	30	30	60
A-07	30	23	53
A-08	30	23	53
A-09	35	38	73
A-10	33	40	73
A-11	45	15	60
A-12	37	29	66
A-13	44	22	66
A-14	20	46	66
A-15	33	40	73
A-16	23	43	66
A-17	15	38	53
A-18	30	36	66
A-19	30	36	66
A-20	40	33	73
A-21	35	31	66
A-22	25	28	53
A-23	30	23	53
Total			1464
Mean Score			63.6

Cycle II			
Students	Question 2	Question 4	Total Score
A-01	37	36	73
A-02	33	33	66
A-03	37	36	73
A-04	40	53	93
A-05	45	48	93
A-06	42	44	86
A-07	30	43	73
A-08	30	43	73
A-09	50	43	93
A-10	45	41	86
A-11	40	33	73
A-12	40	33	73
A-13	40	40	80
A-14	43	43	86
A-15	50	43	93
A-16	40	40	80
A-17	33	40	73
A-18	33	40	73
A-19	42	38	80
A-20	42	38	80
A-21	33	40	73
A-22	32	41	73
A-23	40	33	73
Total			1819
Mean Score			79

C. The Students' Improvement in Determining the Main Idea of Paragraph

Sample	D-Test	Cycle I	Cycle II
A-01	46	66	80
A-02	53	60	73
A-03	53	66	80
A-04	66	80	93
A-05	46	66	73
A-06	40	53	73
A-07	53	73	80
A-08	46	53	73
A-09	73	80	93
A-10	60	66	80
A-11	53	66	80
A-12	66	73	93
A-13	53	73	80
A-14	56	66	86
A-15	66	73	93
A-16	46	60	80
A-17	40	68	73
A-18	53	60	73
A-19	60	66	80
A-20	66	86	93
A-21	66	86	93
A-22	46	66	73
A-23	46	66	73
Total Score	1253	1572	1768
Mean Score	54.4	65.2	76.8

D. The Students' Improvement in Identify Supporting Idea of Paragraph

Sample	D-Test	Cycle I	Cycle II
A-01	53	66	73
A-02	50	53	66
A-03	53	60	73
A-04	66	73	93
A-05	60	73	93
A-06	53	60	86
A-07	46	53	73
A-08	46	53	73
A-09	73	73	93
A-10	60	73	86
A-11	53	60	73
A-12	53	66	73
A-13	53	66	80
A-14	60	66	86
A-15	66	73	93
A-16	50	66	80
A-17	46	53	73
A-18	53	66	73
A-19	53	66	80
A-20	66	73	80
A-21	53	66	73
A-22	46	53	73
A-23	46	53	73
Total Score	1258	1464	1819
Mean Score	54.6	63.6	79.0

C. The Students' Classification in Diagnostic Test, Cycle I, and Cycle II in Determining the Main Idea of Paragraph through Holistic Learning

Sample	D-Test	Classification	Cycle I	Classification	Cycle II	Classification
S-01	4,6	Poor	6,6	Fairly good	8,0	Good
S-02	5,3	Poor	6,0	Fair	7,3	Fairly good
S-03	5,3	Poor	6,6	Fairly good	8,0	Good
S-04	6,6	Fairly good	8,0	Good	9,3	Very Good
S-05	4,6	Poor	6,6	Fairly good	7,3	Fairly good
S-06	4,0	Poor	5,3	Poor	7,3	Fairly good
S-07	5,3	Poor	7,3	Fairly Good	8,0	Good
S-08	4,6	Poor	5,3	Poor	7,3	Fairly good
S-09	7,3	Fairly good	8,0	Good	9,3	Very good
S-10	6,0	Fair	6,6	Fairly good	8,0	Good
S-11	5,3	Poor	6,6	Fairlygood	8,0	Good
S-12	6,6	Fairly Poor	7,3	Fairly good	9,3	Very good
S-13	5,3	Poor	7,3	Fairly good	8,0	Good
S-14	5,6	Fair	6,6	Fairly good	8,6	Very good
S-15	6,6	Fairly good	7,3	Fairly good	9,3	Very good
S-16	4,6	Poor	6,0	Fair	8,0	Good
S-17	4,0	Poor	6,8	Fairly good	7,3	Fairly good
S-18	5,3	Poor	6,0	Fair	7,3	Fairly good
S-19	6,0	Fair	6,6	Fairly good	8,0	Good
S-20	6,6	Fairly good	8,6	Very good	9,3	Very Good
S-21	6,6	Fairly good	8,6	Very good	9,3	Very good
S-22	4,6	Poor	6,6	Fairly good	7,3	Fairly good
S-023	4,6	Poor	6,6	Fairly good	7,3	Fairly good

D. The Students' Classification in Diagnostic Test, Cycle I, and Cycle II in Identify the Supporting Idea of Paragraph through Holistic Learning

Sample	D-Test	Classification	Cycle I	Classification	Cycle II	Classification
S-001	5,3	Poor	6,6	Fairly good	7,3	Fairly good
S-002	5,0	Poor	5,3	Poor	6,6	Fairly good
S-003	5,3	Poor	6,0	Fair	7,3	Fairly good
S-004	6,6	Fairly good	7,3	Fairly good	9,3	Very good
S-005	6,0	Fair	7,3	Fairly good	9,3	Very good
S-006	5,3	Poor	6,0	Fair	8,6	Very good
S-007	4,6	Poor	5,3	Poor	7,3	Fairly good
S-008	4,6	Poor	5,3	Poor	7,3	Fairly good
S-009	7,3	Fairly good	7,3	Fairly good	9,3	Very good
S-010	6,0	Fair	7,3	Fairly good	8,6	Very good
S-011	5,3	Poor	6,0	Fair	7,3	Fairly good
S-012	5,3	Poor	6,6	Fairly good	7,3	Fairly good
S-013	5,3	Poor	6,6	Fairly good	8,0	Good
S-014	6,0	Fair	6,6	Fairly good	8,6	Very good
S-015	6,6	Fairly good	7,3	Fairly good	9,3	Very good
S-016	5,0	Poor	6,6	Fairly good	8,0	Good
S-017	4,6	Poor	5,3	Poor	7,3	Fairly good
S-018	5,3	Poor	6,6	Fairly good	7,3	Fairly good
S-019	5,3	Poor	6,6	Fairly good	8,0	Good
S-020	6,6	Fairly good	7,3	Fairly good	8,0	Good
S-021	5,3	Poor	6,6	Fairly good	7,3	Fairly good
S-022	4,6	Poor	5,3	Poor	7,3	Fairly good
S-023	4,6	Poor	5,3	Poor	7,3	Fairly good

CURRICULUM VITAE



ARIEF NUR HALIQ, was born on Juny 22th, 1992 in Benteng-Selayar, SOUTH SULAWESI province. He is the first child from three siblings from the marriage of his parents Halpuddin and Hartina.

In 1998 he registered as student elementary school SD Inpres Bontomarannu no. 75 in South Sulawesi Province and his graduated in 2004. Then continued his study at SMP Negeri 2 Benteng in 2004 and graduated in 2007. In the same year he continued his study at SMK Negeri 1 Benteng, South Sulawesi Province and graduated in 2010. In academic year 2010/2011 he continued his study at English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

At the end of his study, he could finish his thesis with title “Improving the Students Reading Comprehention Through Holistic Learning Approach (A classroom Action Research at the Eight Grade Students of SMPN 6 Moncongloe Kabupaten Maros).”